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scoops, paying perhaps eight or nine *centavos* a *cuartillo*.

By the third week in December the fields below the town are still and empty. The last loads carried by the *burros* are of round green squashes, grown among the corn. Into some fields the cattle are turned to forage. Above the town, where the fields ripen later, the harvesting continues, but the work is on the wane. There is time to rest now, and enjoy the Christmas *fiestas*. Preparations are under way. In many houses, particularly in those nearest the *plaza*, where Spanish influence is strongest and where there may be a little money to spend, the nine *posadas* are celebrated as they are celebrated all over Mexico. By this time the matrons of the neighborhood have arranged in whose house will take place each of the nine *fiestas*. Nine women will take turns as hostess, dividing the responsibility and the expense. Someone has gone to Oacalco for sugar cane, to Yautepec for peanuts. The women are making little paper baskets (*alcartazes*) to hold candies and peanuts.

It is not in one of the larger houses near the *plaza* that boys are learning to sing the songs of *Los Pastores*. In the yard of a smaller, more Indian house in some street off the *plaza* a score or more of boys are seated on the ground learning the songs from a *maestro* who is the repository of this local tradition.

The *mayordomos*, with their assistants, decorate the chapels with flowers and cedar boughs and colored tissue paper. People cut branches of poinsettia, now

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reason. Orange juice is bad because it keeps the teeth from coming out. Honey is hard on the stomachs of adults as well as children.

Children may be bathed once a week, but generally at about noon. They are wrapped in blankets like newborn infants and are then rubbed with alcohol "to make them warm."[1]

Children spend their time largely in or near the home, with the other members of the family. There is little organized play among groups of children. Games are few and simple: kites, hobbyhorses, balls. Boys early share in the simple tasks around the house, and girls, when yet very small, are instructed how to make *tortillas* and how to grind maize. Children enter as soon as possible into adult interests and occupations.[2] Confirmation takes place at about eight years.

It is generally recognized that people marry younger in the village of San Andres than in Tepoztlán and in the other hamlets. In San Andres girls marry as young as twelve, and boys when they are fourteen or fifteen. In Tepoztlán they marry at seventeen and nineteen, or later—"a few even as late as thirty." If the husband is already economically independent, he may bring his wife to a house and house site of his own. Very commonly, however, he has not yet secured his patrimony, and the newly married couple live with the bridegroom's parents or surviving par-

[1] There is probably occasional, but rare, artificial limitation of families. The principal informant said: "I like to bear children. There are some here who do not—who do not have children. I do not know how that is. But there are *curanderas* who know. They fix them [*descomponen*] with medicine. But that isn't good. God intended to punish us by having children. It is a mortal sin not to have them."

[2] No information was obtained on sex instruction or early sex experience.

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554 565 are the basic factors in social differentiation, while differences in wealth, education, and living standards distinguish individuals but not cohesive social groups.

SEX AND AGE

562 Sex and age differences are the basic factors in the ascription of status and in the structuring of inter-personal relations. Male superiority is accepted as part of the [593] order of things. Women are expected to show deference and respect to men; wives to husbands, sisters to brothers. Sexual differentials are marked in the rearing of children, in the division of labor, and in the privileges and responsibilities of individuals at each stage of the life cycle. Men assume all important leadership roles, economic, political, social, and religious. The double standard in sexual relations is practiced by men, and is generally accepted by women. However, women have comparatively high status; they may own and inherit property, participate in religious life, and as mothers enjoy an important role within the home.

561 192 [195] The principle of respect for age is second only to that of male superiority. Young people must address older people by the respectful *Vd.*, and in turn are addressed by the more familiar *tú*. The basic age divisions or statuses recognized in the village are five: (1) *criatura* (infant), until about age two or weaning time; (2) *niño* (child), from two to about twelve; (3) *jóvenes, muchacho, muchacha,* or señorita, from about twelve until marriage; (4) *adulto* or *hombre* (man) and *mujer* (woman), from marriage in the case of a man, and after having one or two children in the case of a young married girl; (5) *anciano* or *viejo* (the aged).

858 The infant status is by far the most privileged. Infants get a great deal of attention and care. Notwithstanding the widespread preference for boys, there are practically no sexual differentials in the treatment accorded infants.

[856] [867] [868] The child status is an extended one, and the development of the child is viewed as a slow process which must not be unduly hurried. In the early years the child is expected to learn the all-important virtues of obedience and respect for parents, older siblings, and other adults. Responsibilities and work are assumed earlier by girls than by boys, but in both cases it is generally gradual. Nevertheless, the period of childhood is a relatively difficult one. It is a time when punishments are given, when play must be gradually restricted and finally eliminated. It is also the period of greatest demands and least rewards.

882 The period of youth is the time when both boys and girls assume adult work roles. They are not viewed as adults, however, and do their work under the supervision of their parents. The sexual differentials in this stage are very sharp, and boys have much more personal freedom than girls. This period of youth is generally longer for boys than girls, since the latter marry earlier. Young men, however, may not hold public office or be entrusted with positions of responsibility in the barrio.

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121 554 565 tive modes of life and cultural expressions corresponding to them, that draws class apart from class, gives cohesion to each class and stratifies a whole society." Cf. Robert M. MacIver and Charles H. Page, *Society* (New York: Rinehart and Co., Inc., 1949), p. 349. It will become apparent to the reader that Tepoztlán has no classes in the above sense. However, in terms of the Warner approach, many classes and subclasses might be found in Tepoztlán.

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5 *division of labor:*

BY SEX

462 The division of labor according to sexes is clearly delineated. Men are expected to support their families by doing all the work in the fields; by caring for the cattle, horses, oxen, and mules; by making charcoal and cutting wood; and by carrying on all the large transactions in buying and selling. In addition, most of the specialized occupations, such as carpentry, masonry, and shoemaking, are done by men.

[868] An important function of the father of the family is to train his sons in the work of men. When a Tepoztecan man is at home, his activities consist of providing the household with wood and water, making or repairing furniture or work tools, making repairs on the house, and picking fruit. Men also shell corn when shelling has to be done on a large scale. Politics and local government, as well as the organization and management of religious and secular fiestas, are also in the hands of the men.

Women's work centers about the care of the family and the house. They cook, clean, wash, iron clothes, do the daily marketing, shell the corn for daily consumption, and care for the children. Mothers train their daughters in women's work

[868] and supervise them closely until their marriage. Many women raise chickens, turkeys, and pigs; and some grow fruit, vegetables, and flowers to supplement the family income. Women do a great deal of buying and selling on a small scale, and they control the family purse. Tepoztecan women are not expected to work in the

[241] fields, and Tepoztecans of both sexes look down upon the women of the neighboring villages who do agricultural work, carry heavy loads of firewood or corn on tump lines, wear men's hats, and generally appear rougher and coarser than do the women of Tepoztlán.

In general, women's work is less rigidly defined than men's. Many women, especially widows, will do men's work without social censure. In contrast, men almost never do women's work and the few who do are objects of ridicule and are viewed as queer. Men carefully avoid housework of any kind or taking care of small children. Men build a fire and warm their food without compunction only in the fields where there are no women to do it for them. When a wife is ill or other-

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wise incapacitated, the husband will seek out the assistance of a female relative or, even though poor, may hire a servant. Occasionally one hears of a widower or bachelor who cooks and sweeps the house, but never of a man who washes or irons or grinds corn to make tortillas.

Women who have no one to support them may hire themselves out as domestic servants, laundresses, or seamstresses, or may become merchants or itinerant peddlers. The only profession which an educated woman can practice in the village is that of schoolteacher. As yet there is no demand for nurses, secretaries, or other skilled female workers. However, the lack of rigidity in the definition of women's occupations is reflected in the fact that on two occasions in the recent past a woman has held the job of secretary of the local government, a post traditionally filled by a man. Women are also members of religious *hermandades* as well as of the school committee. As a rule, however, women play only a minor part in public activities.

The more recent technological improvements represented by the increased use of the sewing machine, the commercial corn mills, the road, and the bus service have affected the work of women rather than men. The sewing machine and the corn mills save women many long hours of work. Previously women spent from four to six hours a day grinding corn by hand, often rising at four in the morning to prepare breakfast. The time now saved is used in various ways, such as getting more sleep, sewing, knitting, going to church, or visiting more often. In many cases the added leisure has been turned toward gainful pursuits, such as gardening, and raising chickens and pigs for sale. Not being so tied to the *metate*, women are able to leave the house more freely and undertake more extensive commercial activities. The improved communication offered by the road and bus has enabled some women to become merchants who go regularly to sell their produce in the Cuernavaca market.

BY AGE

Age is an important but not a rigid determinant in the division of labor. There are no organizations by age groupings in Tepoztlán which carry out assigned tasks. Most skills are learned within the family, beginning at an early age. However, in cases where a skill is learned outside of the family, apprenticeship begins in the late teens. The age at which men vote, begin guard duty, and do public collective labor, as well as enter the army, is determined by local or national law. By custom, men are not eligible for public office nor do they take part in political life until after marriage. Old people continue to work as long as they are physically able, and death is preferred to an incapacitated old age.

Children learn to work slowly and, with few exceptions, the belief that heavy labor will weaken a growing child governs the amount of work parents expect from their offspring. Boys are more carefully guarded in this respect than girls, since their labor in later life is considered harder and more important. At about the time they enter school, about age five, both boys and girls begin to do simple tasks in the house. As they get a little older they are generally glad to run errands

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857 near by, carry a small can of water or corn dough, or chase the chickens from the
868 garden.

At the age of six, many children are sent alone to the corn mill or to the plaza to buy small articles. At seven, they may be required to take care of a younger brother or sister after school hours. Some differentiation between sexes in connection with work begins at about age six, when boys protest doing a girl's work and mothers tend to avoid assigning such tasks. But most small boys continue to do tasks for their mother at home for several years and are expected to obey her orders. At about age six, boys occasionally accompany their fathers to the fields. They look forward to this, and the first trip is an important occasion in their lives. Small boys [241] are not expected to work in the fields but may help in weeding, watching the animals and tools, gathering wood for the fire, and in running errands. From about [264] eight years of age, many boys regularly carry the noon meal to their father in the fields and are required to help with the weeding and cultivation.

[233] As boys get older, their principal work is to pasture the animals and to guard them from being lost or stolen. This work is usually done alone but sometimes two brothers or cousins of about the same age go together. The boys are required to rise early, take the animals to pasture before school, and bring them home after [872] school. Boys are frequently kept out of school to watch the animals or do some other work. From about ten years of age, boys join their fathers and brothers in the [241] field daily to learn the work of a farmer. By the time a boy is fifteen he generally can drive a plow and go through all the necessary steps in planting and harvesting. Most boys enjoy this work and are eager to become farmers. At home, boys of fifteen or so usually haul water, water the plants, take care of large animals, provide firewood, pick fruit, and help shell corn.

Girls generally begin to help their mothers in a serious way at about age seven by taking care of younger children, sweeping, washing dishes, picking up the *petates*, putting away things, and feeding the chickens. Most girls are eager to learn to cook, grind corn, and make tortillas; they begin to learn at age five or six by imitat- [252] ing their mothers. By the time a girl is nine she is generally quite skillful at these [296] tasks and can also cook beans, rice, and prepare coffee. At ten years of age, most girls are expected to wash and mend their own clothes and those of the baby of the family. A girl of thirteen frequently can do all the work of a woman except wash and iron large articles and cook more complicated dishes; this she begins to do at [294] fifteen. Few girls are able to cut out and sew clothing before marriage, although it is one of the necessary skills.

BY SEASON

221 The seasonal division of labor follows quite closely the succession of wet and dry seasons. In plow culture, the agricultural cycle begins with the coming of the first rains, generally in May. In hoe culture, the preparation of the land begins in the dry season between January and February. In September and October the plum harvest engages most families, and then in December the corn harvest begins.

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593 602 Attachment to people on the part of children often depends upon or results from the receiving of some material good. They will seek out or be loyal to whichever parent or relative gives them what they want when they want it. It is common for children to say, "I like him because he gives me good things." The psychological [124] tests and themes written by children in the fourth, fifth, and sixth grades contain evidence of this. One boy wrote that he was very sad when his uncle died, because his uncle used to give him pennies. Another girl said, "I like my aunt best because she takes me to fiestas." Similarly, a mother, in discussing her children's attitudes toward their grandmother said, "Naturally, Delfina liked her grandmother more than the other children do, because her grandmother gave her more."

593 868 The father assumes an important role in the life of his son when the boy is old enough to go to the fields. Most boys enjoy working in the fields with their father and look forward with great anticipation to being permitted to join him. Fathers, too, are proud to take their young sons to the fields for the first time, and frequently show great patience in teaching them. But even when father and sons go to the fields together day after day, there is no lessening of the respect relations. The father maintains the role of teacher, and when he speaks it is to teach or advise his [521] son. Boys generally do not speak much in the presence of their fathers. Talk about intimate subjects, telling jokes, or discussing women is strictly taboo, generally even after the sons are married.

593 866 594 Regardless of age or marital state, a son is under his father's authority as long as he lives and works with his father. The son receives no recompense other than his support and care and what spending money he can get from his mother or father. Some fathers are generous and permissive in their treatment of grown sons who do a man's work; others are not and continue to treat them as children. Comparatively few unmarried sons leave home to seek work elsewhere. Even boys who are very dissatisfied with their situation at home are reluctant to strike out for themselves. Among youths there is a certain apprehensiveness of the outside, a fear of falling ill among strangers, of having to do menial and laborious work, of not having the backing of a family in case of trouble, and of not being properly respected by others. The economic dependency of sons upon their parents, as well as a desire for a share of the inheritance, prevents most sons from leaving home. The dependence is mutual; fathers are eager to have their sons remain at home to help support the family, and temper their behavior accordingly. In most homes, grown sons who work enjoy the same service and care received by their father.

593 Although there is some feeling that a father should be a good example for his sons, there is no emphasis upon this. The father feels entitled to his son's respect regardless of his behavior. In this sense, the role of the Tepoztecan father is quite different from that of the father in the German family, for example. The German father generally seeks respect based upon awe and admiration; the Tepoztecan father is content with respect based upon fear and prerogative. Thus, in Tepoztlán, [273] although most fathers forbid their sons to drink, this does not prevent the father from drinking in the presence of his sons. When a father gets drunk, it is the

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mother proudly displayed a pillowcase she had embroidered with the words, "Sleep, my love" for her eighteen-year-old son. But mothers experience some difficulty in controlling the eldest son, who frequently imitates his father in demanding much service from the women in the family and in ordering his younger siblings about. The oldest son is expected to take the place of the father upon the latter's death, and to support his widowed mother and orphaned brothers and sisters. When this occurs, there is sometimes an extended struggle between the mother and the son for authority as head of the family. Widows who inherited their husband's property are in a better position to maintain authority and are usually careful to hold on to the property until death, for fear of losing all control of their sons. Propertyless widows, whose sons work as peons to support the family, usually permit the sons to rule over their brothers and sisters and over their mothers as well. Quarrels between mothers and sons arising out of the question of authority and inheritance are not infrequent; many mothers voice apprehension as to the treatment they may expect from their sons in their old age. There are several instances in which married sons do nothing to help support an old widowed mother or even mistreat her. On the other hand, there are several cases in the village in which an adult son, married or unmarried, continues to live with the mother and to work for her, sometimes well into his thirties, before receiving a share of his inheritance.

Many widows do not remarry because "the children get angry." Grown children tend to resent sharing the mother with a stranger and fear that they will be displaced. Eldest sons are known to be especially angered or "jealous," because they will no longer be the male head of the family. One widow said her eighteen year-old son threatened to beat her if she remarried. Some women express a sense of shame in taking another husband after their children are grown. The presence of grown children also act as a deterrent to widows having lovers.

The relations of mothers and daughters are usually very close. Not only does the mother teach the girl the household skills she knows, but they work side by side in the home until the daughter's marriage. The daughter gradually assumes the mother's role in the home and generally identifies with her. The mother's attitude toward her work, toward bearing children, and toward men and marriage becomes the girl's attitude. In homes in which the mother is dissatisfied or unhappy with her husband, the daughters are apt to take a negative attitude toward men and marriage.

With few exceptions, mothers press their daughters into service as early as possible and use them for all types of errands and chores. Indeed, the way in which Tepoztecan households function makes it almost impossible for the mother to get along without help. The custom of having daughters work in the home is deeply ingrained in Tepoztlán, although less so than in the smaller surrounding villages. Many mothers resent the fact that the school takes away the girls for the major part of the day. Mothers frequently absent their daughters from school or withdraw them permanently as soon as the husband permits. Girls under the age of thirteen usually prefer to be in school and may resist the mother's attempt to keep them

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death, his brother will step in and claim a portion of the inheritance from the widow, especially when her children are still small. 604 428

IN-LAWS

Because of the predominance of patrilocal residence, the mother-in-law and daughter-in-law relationship is the most important of all in-law relations. When the young bride goes to live with her husband's family, she is expected to take the role of a grown daughter, addressing her husband's parents as mother and father and giving them the same respect and obedience she owes her own mother and father. Her work is assigned by the mother-in-law and generally consists of the most burdensome tasks, such as grinding corn, making tortillas, and washing and ironing the clothing of the entire family. In the past, when girls married at twelve or thirteen and were unskilled, it was the duty of the mother-in-law to teach them the work. 596 606 [868]

It is the obligation of the mother-in-law to chaperone her daughter-in law and to see that she remains a faithful wife. To this end the daughter-in-law is expected to remain within the house most of the time and not to go out alone. There are many jokes told which depict the mother-in-law as the "policeman." When the daughter-in-law gives birth to a child, the mother in law has the major responsibility of caring for both of them; the quality of this care often depends upon whether or not the mother-in-law approves of her daughter-in-law. In cases in which the mother in law disapproves of the marriage, because the couple eloped or because the girl was pregnant before the marriage, or because she had a bad reputation, the young wives may be grossly neglected during and after childbirth. 606 [484] [522] [844]

Although many mothers-in-law and daughters-in-law manage to get along fairly well, the relationship is obviously a "charged" one and is generally recognized as such by Tepoztecans. Both women tend to approach their new relationship with apprehension. The young wife fears that she may not be able to please her mother in-law, that too much work will be demanded of her, that she will feel like an outsider in a strange house. Many girls have grown up with the idea, learned from their mothers and other married women, that the daughter-in-law is merely the "slave" of the mother-in-law and suffers much at her hands. The mother-in-law, on the other hand, fears that her new daughter-in-law will be lazy and just another mouth to feed. If the girl comes from a better-to-do family, she may look down upon the way of life in her husband's home and cause uneasiness. It is for this reason that when marriages are arranged, the boy's parents seek a poor girl who will not be demanding or afraid to work. 578 606 [581]

In many cases the fears are justified and much quarreling occurs. The mother in law expects the younger woman to work as hard, if not harder, than she herself works. In fact, many women shift almost the entire burden of the household upon the daughter-in-law, so that they may take up business activity outside the home. The daughter-in-law, who may be seventeen or eighteen years of age, has been working hard from the age of thirteen in her own home under the instruction of [596]